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ABSTRACT

In the study of status differentiation, two dimensions of status characteristics have received special attention: the specificity-diffuseness dimension and the relevant-irrelevant dimension. A laboratory experiment manipulates a specific status characteristic, ability for "creative writing." Relevancy of the diffuse status characteristic, sex, is manipulated by having the dyad outline short story for a man's magazine, a women's magazine, or for a magazine, sex unspecified ("neutral" condition). Pre-experimental expectations have been used to explain the effects of status in small groups. In the present research, expectations are measured on two levels. As predicted, ability has an effect in same-sex dyads. Also relevancy of the task has an effect in cross-sex dyads. In mixed sex, mixed ability dyads, males given high ability feedback have more influence than females given low ability feedback. However, in the cross-sex, equal ability, neutral task condition, males do not have greater influence as predicted. Expectations are not a very satisfactory explanation for influence during dyadic interaction. Explanations for the unexpected findings are suggested as males' reaction to status threat and females' compliance to a "norm of responsibility." Suggestions are made of theoretical reformulations, practical implications, and further research. (Author/NG)

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SEX ROLES AND INFLUENCE IN DYADIC INTERACTION

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The first discussions of sex roles appearing in sociological literature were obviously influenced by traditional psychological and anthropological frameworks. In 1942, Parsons reflected a cultural anthropological framework in his essay, "Age and Sex in the Social Structure of the United States." That same year, Cottrell also introduced sex roles as a legitimate concern to sociology but reflected a psychological orientation in "The Adjustment of the Individual to His Age and Sex Roles."

While sociology emphasized the theoretical significance of sex roles, empirical research in this area was conducted primarily by psychologists. As Fauls and Smith (1956:115) pointed out, sex role was originally defined in terms of personality: "...the words 'sex role' are frequently found as a convenient and inclusive term meaning the modal masculine personality and the modal feminine personality." Sex role behavior was primarily conceptualized in terms of the problematic process of the individual's development of "normal" personality characteristics during early socialization (Brown, 1956; Mowrer, 1950).

In 1950, Komarovsky reacted against the use of anthropological and psychological orientations, and reiterated that sex roles deserved special sociological consideration. Her content analysis of autobiographies was the first empirical work dealing with sex roles appearing in sociology.

While there was growing sociological interest in sex roles, a concomitant development was under way in small group research which had important implications for sex role research. In the early 1900's "The new psychology dealt with the individual, the new sociology with the "total

society" (Mills, 1967: 3). Social psychology, beginning in the early 1900's and receiving its greatest impetus after World War I, attempted to understand the relationship between the individual and society. Social psychology's intellectual relationship to both sociology and psychology has been noted: "Of the dozens of text-books (published between 1900 and 1950), somewhat more than half have been written by psychologists, somewaht less than half by sociologists" (Allport, 1954:4).

In the 1950's, several significant works brought together contributions from sociology, sex role research, and the small group. In 1955, Parsons and Bales collaborated in bringing together Bales' findings regarding interaction in small groups and applying them to the modern American family. They suggested that the male played the role of the "instrumental" leader in the family, helping the isolated nuclear family adapt to the social structure, while the female was the "expressive" leader, integrating the emotional needs of members within the family. Subsequent research has attempted to test some of these suggestions (Heiss, 1962; Kenkel, 1961; Levinger, 1964; O'Neill and Alexander, 1971).

Other empirical classics in sociology relating the study of sex roles and small group interaction appeared in the 1950's. In 1951, Strodtbeck analyzed cross-cultural differences in husband-wife decision-making. In 1956, Strodtbeck and Mann found one's sex role to correlate with modes of interaction during group deliberations of mock trials. In a later work dealing with socioeconomic status, (Strodtbeck et al., 1957) occupation was positively related to influence for both men and women.

The study of status differentiation in the small group has recently received attention by sociologists (Berger and Fisek, 1970; Fisek and Ofshe,

1970; Moore, 1968). Sex role has been conceptualized as one of the many possible status characteristics (Strodtbeck, 1951; Strodtbeck and Mann, 1956; Strodtbeck et al., 1957; Borgatta and Evans, 1967), but little systematic research has been done to assess the explanation for sex role differences in small group research. The present research proposes to help clarify the nature of sex roles in small group interaction, utilizing primarily the recent theoretical formulations of Berger, et al. (1972), elaborated below.

Concerning "status", Berger, et al., conceive of two dimenions of status characteristics in face-to-face, task-oriented groups: specificity-diffuseness, and relevance-irrelevance. A diffuse status characteristic is a basis for differential prestige, possessing one or more "specific behavioral expectations as well as a "general expectation state." A specific status characteristic, on the other hand, is applicable to a more limited range of situations.

A second dimension of status refers to the relevance or irrelevance of the status characteristic for the task at hand. The work of Berger and his associates relies heavily on expectations as a key explanation for influence processes. Thus, by relevance is meant that one's diffuse or specific status characteristic is expected to be related to ability to perform the task at hand.

Concerning influence, Berger, et al., point out that past studies show that persons high on a certain status characteristic can be expected to have more power and prestige in a group than those low on that characteristic. In spite of different small group situations, different types of "power" and "prestige," and varying operational definitions of "status", the positive relationship between status, power, and prestige seems to hold.

The present research deals with the primary effects of three variables:

ability, sex, and relevance. First, the effects of a diffuse status characteristic, sex, are observed in cross-sex dyads. Second, the effects of a specific status characteristic is measured by experimental manipulation of supposed ability differences in same-sex and cross-sex dyads. The manipulation of "ability" in cross sex dyads will permit the investigation of the relative effect of sex and ability. Third, the relevance of the task to sex will be manipulated in cross-sex dyads.

Also, two "secondary" effects, or mechanisms of status influence will be investigated: pre-interaction expectations and participation. Figure 1 presents the general path model of predicted relationships among the variables.

Research Procedure

Subjects were recruited from undergraduate sociology course. They were randomly assigned to same-sex and cross-sex dyads, and to various experimental conditions, described below. A task was designed so that ability and relevance could be experimentally manipulated and causality inferred. Pre-interaction expectations were measured at the same point in time for each dyad, and concerned the same three dimensions of expectations. Interaction occurred for the same amount of time for each dyad, and "influence" was measured in the same way.

After being seated in the small groups laboratory, the couple was told:

> Today we'd like you to participate in a study of creative behavior. In a couple minutes of I will describe a task to you that involves some creative short story writing. (In the male relevant task condition, the following phrase was added; "for a man's magazine." In the female relevant task condition, the experimenter said, "for a woman's magazine.")...But before we get started on the task, we'd like you to answer some questions. Here is the first form; you can have it in writing, and I'll explain the instructions to you.

The First Impressions Form (Appendix A) was designed to yield measures

of pre-experimental expectations on two levels: estimates of abilities unrelated to the task, and an estimate of ability related to the task. The two qualities not directly related to the immediate task were estimates of grade point average and I.Q. The third quality, "creative ability," was ostensibly a trait directly related to successful task performance. The respondent was asked to rate Self on the same attributes as Other. After completing the First Impressions Form, the subjects were told:

> Sometimes we find that people have different abilities, and we want to take that into account ahead of time. Here is a short Creative Writing Aptitude Test that should be self explanatory. I'll return in about ten minutes to pick it up.

The Creative Writing Aptitude Test (Appendices B and C) was designed to be ambiguous, so that ability feedback would seem plausible. There were two forms of the test. Those designated (randomly) to be given "high ability", received the form shown in Appendix B, an obviously easier form than shown in Appendix C. Those assigned to the "low ability" condition received the more difficult form. (Appendix C). When there was "equal ability" feedback, both people received the easier form. "Scores" to this test given to the subjects (described below), completed the manipulation of the "ability" variable. Neither subject was aware that different forms existed until the ability manipulation was explained at the end of the session.

After ten minutes, the experimenter returned to the room, saying:

> Now, here is a description of the task. You can have it in writing, and I'll read the instructions to you. Your task is to outline a creative short story. You will have about 15 minutes to decide on the following areas. Please use this sheet for your answers. We ask you to outline these areas briefly, as you will be rated on a point basis. Do not worry about sentence structure, paragraphs, or grammar just getting your creative ideas across as thoroughly as possible in the amount of time given...

The Creative Writing Task (Appendix D) was designed to provide an easily scored interval measure of actual influence. Individually, subjects outlined a "creative short story" without interacting. After that, they were instructed to outline a story together, using only the ideas they already had thought of individually. The Creative Writing Task was also designed to manipulate the relevance of sex to the task. In some conditions, the task was as it appears in Appendix D. In "male relevant" task conditions, the phrase was added, "for a man's magazine". For the female relevant task condition, the phrase was added, "for a woman's magazine."

After the subjects created short stories individually, the experimenter returned to the room and completed the "ability" manipulation. In conditions where there was unequal ability feedback, the dyad was told that their aptitude tests had been graded, and that one person did "pretty well," scoring about 85 percent of the points possible. The other person was told he or she did "poorly", scoring about 20 percent of the possible points. In the equal ability feedback conditions, they were told that their tests were graded and since their performance was "roughly equal," they would continue with the task. To increase the credibility of the ability manipulation, both subjects were handed a card with their score on it attached to their folded test, and told that they would have an opportunity to review their tests later. Then the couple was told:

> Next, we want you to write one story together. As you did individually, the two of you should outline the various points. For each point in the outline, you should choose either one person's idea or the other; don't make up any new ideas. It is not necessary that you compromise at each point, or that each of you contribute 50-50 to the group story. The important point is that you choose between you what you think are the most creative ideas. So if you think your idea is best, you should push for it...

While they were interacting, observers behind a one-way mirror recorded participation time. After 15 minutes, the experimenter returned to the room, collected the materials, and asked the participants to fill out a brief post-experimental questionnaire. After the questionnaire was completed, the experimenter said that they had finished the formal part of the study, and asked the couple if they had any questions. The purpose of the study was then briefly revealed, and the Creative Ability tests were explained, as well as the reason for the ability feedback manipulation. Any questions that they had were answered.

To summarize the research procedure, 314 subjects were randomly assigned to one of the following experimental procedures:

Sex and Creative Ability Feedback	Relevance of Task	N=
Male High, Male Low	Man's magazine	44
Female High, Female Low	Woman's magazine	52
Male Equal to Female	Man's magazine	46
Male Equal to Female	Neutral - sex unspecified	42
Male Equal to Female	Woman's magazine	42
Male High, Female Low	Man's magazine	44
Male Low, Female High	Man's magazine	44
		314

Results

Figure 1 presented the basic predicted path model. However, as the discussion of the experimental procedure should have made clear, the predicted model is not the same for all conditions. That is, different variables are operating in the different conditions. Results are sufficiently complex as to necessitate the presentation of separate path diagrams. In order to simplify

results, only statistically significant paths will be presented for each condition. (Additional paths as well as residuals for all models can be obtained from the author.)

In same-sex dyads, sex and relevance were held constant, and the effects of manipulated ability, participation rate, and expectations were observed. The only signficant relationship for the combined male and female same-sex dyads is the direct positive effect of manipulated ability, .24, statistically signficant beyond the .01 level. Thus, for same-sex dyads, the model reduces to the following process;

Manipulated Ability ---.24---> Influence

The reduced structure of significant relationships between variables in same-sex dyads is simple and straighforward, especially when compared to cross-sex dyads. Beginning with cross-sex dyads where ability was equal and the task was neutral, sex is not a predictor of expectations or participation; nor did males have more influence than females. There is only one statistically significant relationship between the variables; creative ability estimates (one indicator of expectations) have a significant effect on influence, and this effect is negative:

Creative Ability Estimate ---.37---> Influence

Figure 2 presents significant betas in all of the cross-sex conditions where equal ability feedback was given. Relevance has a significant direct effect on actual influence. The behavior of expectations is curious. They seem to have indirect positive effects through participation, and, in addition, direct negative effects on actual influence.

Figure 3 presents significant betas in cross-sex, unequal ability feedback dyads. The most obvious difference between this and previous models

is the significant effect of sex on all dependent variables in the model. Sex has indirect effects on actual influence through I.Q. estimates. Sex also has direct effects on actual influence and participation, males scoring higher than females. Males clearly have higher I.Q. estimates for themselves, greater participation rates, and greater actual influence. However, females have greater perceived GPA estimates and creative ability estimates. Manipulated ability is not directly related to influence, as it was for same-sex dyads, nor to participation rate. In other words, manipulated ability has no direct or indirect effect on participation or influence in cross-sex dyads.

In sum, the most obvious difference between same-sex and cross-sex dyads is the effect of the ability manipulation. In same-sex dyads, manipulated ability had a direct and significant effect on actual influence. In cross-sex dyads, the ability manipulation had no apparent effect. Rather, sex emerged as a predictor, having indirect effects on actual influence via participation and I.Q. estimates, plus additional direct effects.

One might expect, therefore, a "sex effect" to occur in cross-sex dyads when ability was held constant. No such effect is evident. Rather, the relevance of the task to sex emerged as having the largest positive direct effect on influence.

An unexpected set of findings concerns the role of expectations. No one indicator is consistently related in any one direction. In same-sex dyads, there is no significant overall effect of expectations. In cross-sex, equal ability dyads, GPA estimates and creative ability estimates have indirect positive effects on influence through participation, but creative ability and I.Q. estimates have direct negative effects on influence. In

cross-sex, unequal ability dyads, sex has an indirect effect on influence through I.Q. estimates.

Participation also raises problems. It is not related to influence in same-sex dyads. It is related to expectations, but differently for males than for females. In cross-sex dyads, it is consistently positively related to influence, but attains significance only in combined cross-sex, equal ability dyads, and combined all cross-sex dyads. In these conditions, it serves as an intervening variable for expectations and sex.

Discussion

Same-Sex Dyads

There is so much research documenting the effects of ability feedback on influence, that a lack of effect in same-sex dyads would have cast doubt on our experimental methodology, rather than the validity of the theory. This stage of the research replicates past studies of ability feedback in status-equal groups. It adds to the theory by supplementing what little work has been done on ability feedback by social reinforcement when interaction is allowed. This work also supplements the growing body of research concerned with sex differences in interaction characteristics (Hochschild, 1973; Wiley, 1973). In sum, we support the basic prediction that there is an overall effect of a specific status characteristic, other things being constant.

Cross-Sex Dyads

Moving on to cross-sex dyads, results were not entirely consistent with original predictions. We expected a direct "sex effect" in cross-sex dyads with males having more influence than females when the task was neutral and ability was expressly equal. Instead, there was, if anything, a slight effect favoring females.

It is suggested that status characteristics simply were not activated strongly in this condition. Although the partners clearly differed on a diffuse status characteristic, this status was not related to expectations (first impressions), nor were first impressions related positively to any subsequent variables. Analysis of post-experimental leadership ratings reveals credit for perceived ability, ideas, and guidance were given primarily to the person who participated the most. That this system progressed rather smoothly is indicated by the fact that participation for both sexes was lower in this condition than in any other, and that enjoyment of the task was quite high. Females enjoyed this condition more than any other cross-sex condition, and males enjoyed it more than any other condition, except when given high ability compared to a female. Interpersonal attraction did not differ consistently from the other conditions.

When combining all cross-sex equal ability feedback conditions, the female's tiny advantage declined. Still, the predicted "sex effect" was far from apparent. Rather, there is an effect of the relevance of the task to sex. Other research (Sistrunk and McDavid, 1971) found a relevance effect on conformity among males and efmales. Sistrunk and McDavid suggested that what looked like the tendency for females to be more conforming in past research may have been due to the fact that the conformity tasks were male-oriented. The present results support their conclusions.

The situation is changed dramatically when ability feedback is unequal in cross-sex dyads. There is little doubt about a "sex effect" in these conditions: sex is strongly and directly related to influence and participation, without any relationship between participation and influence remaining. Males also have more influence through initial I.Q. estimates.

There are several possible explanations for these findings. One, it may be that the ability manipulation simply had no effect in cross-sex dyads. But this suggestion is not supported by post-experimental questionnaire responses which show that manipulated ability had a strong effect on perceived ability. The problem is that sex had an additional strong effect on perceived ability. Our conclusion must be that while manipulated ability did register in the minds of the subjects, there was also present a pro-male prejudice.

A second possibility might concern relevance. It will be recalled that in this condition, relevance was held constant, the task being to outline a story for a man's magazine. It might be argued that relevance gave males a distinct advantage. It is true that relevance has an effect, and this effect was seen in the previous conditions. Relevance had one direct effect, and that was on actual influence. It did not affect participation, expectations, or perceived ability. Moreover, its effect on influence was smaller than the effect of sex is in the present conditions.

A third possibility is that females simply deferred to males. There is, of course, not only popular opinion but also social-psychological data pointing out that females tend to conform more than males (cited in Sistrunk and McDavid, 1971). Data in the present research partially support this explanation: females did participate less than males, and they did have lower self I.Q. estimates than males. Also, a female given high ability feedback in the cross-sex condition participated less than high ability females in same-sex conditions. Finally, a re-analysis of ability ratings shows that all females given low ability rated their opposite-sex partner as having greater ability. That this tendency did not exist for low ability males further suggests that females may more passively accept the given status structure.

While this possibility may be partially supported by the data, other data cast doubt on it as a sufficient explanation of male dominance. First, participation is not always directly related to influence, as we have seen. For example, female participation was lowest in the neutral task condition, where male dominance was far from apparent. A female given low ability did not participate less with a high ability male than she did with a high ability female. While females did have lower I.Q. estimates than males, their GPA and creative ability estimates were higher, but these estimates had no further effect. If one were to hypothesize greater female deference with greater interpersonal attraction, this hypothesis would not be supported with present data. Males were significantly more attracted to females than vice versa in all cross-sex conditions, and female attraction was no different in unequal feedback conditions than in equal feedback conditions. Females' enjoyment when given low ability was lower in this condition than in any other. Finally, on ideas and guidance ratings, females tended to rate themselves higher than the males.

All these data suggest that female confidence and activity were not obliterated, but rather overcome. A fourth explanation has been offered by past research (Schopler, 1967; Thalhofer, 1971; Gruder and Cook, 1971). These studies suggest that males might have been concerned with maintaining the status advantage given to them by making the task male relevant. Feeding back an ability incongruent with that already established results in a male reaction to status threat and in some females a partial appeal to a "norm of responsibility," to maintain the original "status advantage" of the person who was threatened by the feedback -- in this case, males.

That the males reacted to status threat is supported by not only the finding that sex had strong direct effects on participation, but also

by the fact that males given low ability here participated a great deal more than in any other condition, even the male-high, female-low condition. That males reacted to the maintenance or lack of maintenance of status advantage is apparent also by enjoyment ratings; males given high ability over a female enjoyed the task more than in any other condition, and males given low ability with a high-ability female enjoyed the task less than in any other condition. Finally, males not only had greater actual influence, they were more likely to rate themselves as higher in ability, ideas, and guidance.

Most interesting for practical considerations are the cross-sex conditions. As has been suggested in past research dealing with Black-White relations (Katz and Benjamin, 1960; Katz and Cohen, 1962), diffuse status is not easily counteracted by manipulation of specific status characteristics. In Katz and Cohen's research, giving Blacks an ability advantage resulted in Black dominance, but behavior described as "ego defensive" by Whites. In the present research, it was suggested that giving females an ability advantage resulted in males' "reaction to status threat," which led to final male dominance. In Katz and Benjamin's research, matching Blacks and Whites on various characteristics resulted in clear White dominance. In the present research, male dominance was lowest where both parties were given equal ability feedback and the task was not relevant to either sex.

The research by Katz and his associates did not apparently vary the initial relevance of the task to ethnicity. One key variable for male-female relations, then, seems to be the initial relevance of the task, combined with later perceived ability. If an interaction situation is devoid of any ability distinctions and the topic of interaction favors neither sex, male

dominance is not necessarily more likely than female dominance. In fact, females may receive slightly more credit. On the other hand, if a situation favors males, male dominance can be expected, especially if their status is reinforced with high ability, or if threatened with low ability.

Of the two situations presented above, it must be asked, which is more common in social settings: male relevant or female and neutral situations? To the extent that social prejudice and discrimination exist in society, one might conclude that most situations favor males.

Consider, for example, the fact that most occupations are sex-typed (Oppenheimer, 1969; Smuts, 1972). Certain high status professionals are stereotyped as being more "appropriately" male, such as doctors, lawyers, and professors, while less prestigious professions are "female": social work, nursing, grade school teaching. Even among lower status occupations, certain jobs are "men's work": truck driving, construction work, mechanical repairs, while clerical, waittress, and domestic work are more "feminine." In fact, it is difficult to think of any work that does not carry with it the connotation of being more appropriate for one sex or the other. And the primary issue has been how women can enter "men's occupations" rather than men entering "women's" jobs.

Of course, there are many explanations for sex-typing of occupations: historical and economic factors, socialization practices leading to differences in skills and interests, and laws eliminating competition and reinforcing the stereotypes. It may be that such differences are gradually disappearing. What the present research suggests is that the desegregation of occupations is not going to result simply from changes in ability. The opening up of training opportunities for females may be far from sufficient if males have a tendency to view high ability females as threatening and succeed in maintaining

male status advantage.

It should be obvious that this process is not unique to male-female relations. Rather, it is a specific instance of the more general problem subordinates have in wresting power from superordinates. We have suggested that lack of power is not only due to passivity from a low status person, but also due to increased competition from the high status person. In sum, the present research implies that given the flexibility and change always present in society, upward mobility for those with low ascribed status will not be a simple function of achieving high ability.

FIGURE 1. PREDICTED GENERAL PATH MODEL

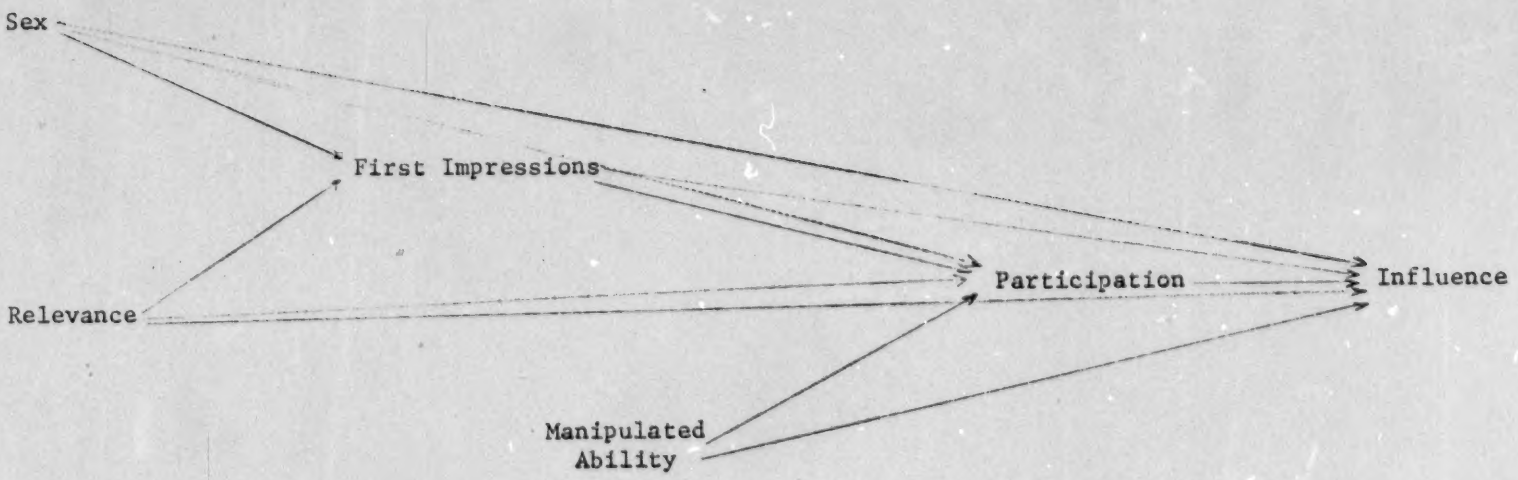


FIGURE 2. REDUCED PATH MODEL: CROSS-SEX, EQUAL ABILITY DYADS

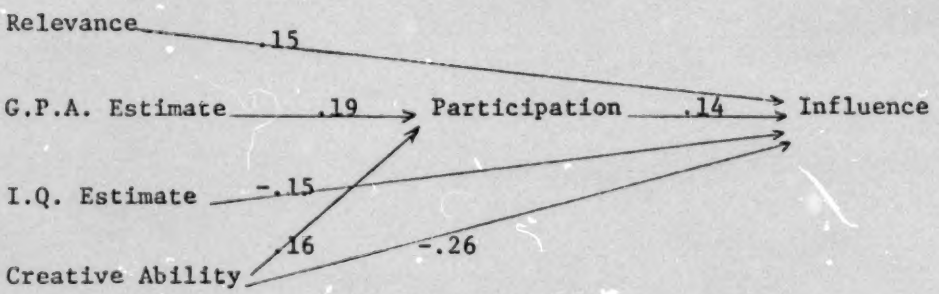
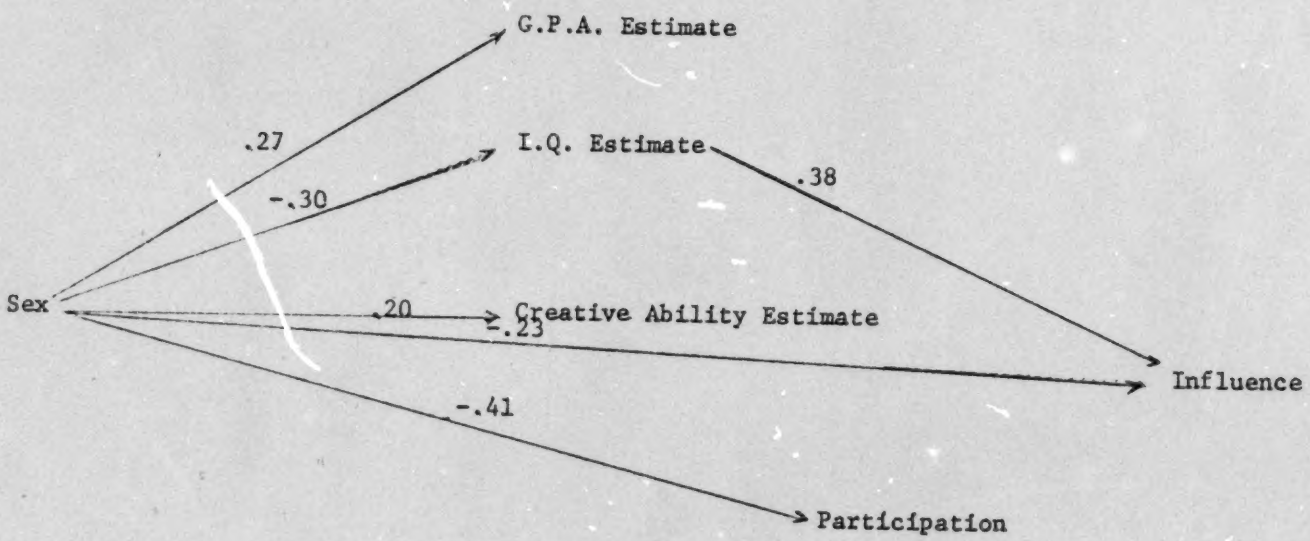


FIGURE 3. REDUCED PATH MODEL: CROSS-SEX, UNEQUAL ABILITY DYADS



FIRST IMPRESSIONS FORM

One of the things we are interested in is the tendency for people to form first impressions. Although you haven't interacted with the other person very much, we want you to try to answer the following questions. Try to rate the person on the "High" or "Low" side, rather than just guessing the "Middle".

1. Grade point average ranges from 5.00 ("F") to 1.00 ("A").

Estimate the other person's GPA: _____

2. I.Q. ranges from 50 ("Moron") to 140 ("Genius").

Estimate the other person's I.Q. _____

3. Creative ability ranges from 0 (No creative ability) to 100 (maximum creative ability).

Estimate the other person's creative ability: _____

Now, answer the same questions concerning yourself:

4. Your GPA: _____

5. Your I.Q.: _____

6. Your creative ability: _____

CREATIVE WRITING APTITUDE TEST

You are not necessarily expected to be able to complete this test. Just do the best job you can in the amount of time given.

1. Have you ever taken a course in creative writing and/or English grammar?

   Yes No

2. Have you ever been interested in creative writing?

   Yes No

3. Who is your favorite author? _____

4. What is your favorite book? _____

5. Match the following authors with their work. Each author has one and only one work presented.

_____	Pearl Buck	A.	20,000 Leagues Under the Sea
_____	Nathaniel Hawthorne	B.	Animal Farm
_____	George Orwell	C.	The Good Earth
_____	Robert Louis Stevenson	D.	Kidnapped
_____	Jules Verne	E.	The Brothers Karamazov
_____	Fyodor Dostoevsky	F.	The House of Seven Gables

6. Complete the following cliches. For example, "Hard as a rock".

   a. Hard as _____

   b. Happy as _____

   c. High as _____

   d. Busy as _____

7. Add the second line to each:

   a. "John, don't kiss me like that," she pleaded.

   _____

   b. The sun rose over the sleeping island.

   _____

CREATIVE WRITING APTITUDE TEST (cont.)

c. Suddenly, there was a knock at the door.

_____

d. He was tall and ugly.

_____

e. Compose a short, two-line poem.

When you are done, please turn your paper over.

Thank you.

APPENDIX C

CREATIVE WRITING APTITUDE TEST

1. Have you ever taken a course in creative writing? (circle one)

   No 1 or 2 courses 3 or more courses

2. Have you ever been interested in creative writing?

   No Yes

3. Who is your favorite author?_____

4. What is your favorite book? _____

5. Match the following authors with their work or works. There may be no work or more than one work for each writer.

_____	Dostoevsky	A.	East of Eden
_____	Bronte	B.	Last of the Mohicans
_____	Hawthorne	C.	A Connecticut Yankee
_____	Steinbeck	D.	Farewell to Arms
_____	Zola	E.	Anna Karenina
_____	Hemingway	F.	Experiment in Terror
_____	Flaubert	G.	House of Seven Gables
_____	Tolstoy	H.	Nana
_____	Poe	I.	Pilgrim's Progress
_____	Faulkner	J.	Peyton Place

6. Complete the following phrases. Try to avoid worn-out cliches, like "Hard as a rock".

   a. Hard as _____

   b. Happy as _____

   c. High as _____

   d. Fat as _____

   e. Busy as _____

7. Add the second line to each:

   a. "John, don't kiss me like that," she pleaded.

   _____

   b. The sun rose over the sleeping island.

   _____

CREATIVE WRITING APTITUDE TEST (Cont.)

c. Suddenly, there was a knock at the door.

_____

d. He was tall and ugly.

_____

e. Compose a short, four-line poem.

When you are done, please check over your previous answers. Thank you.

APPENDIX D

CREATIVE WRITING TASK

Your task is to outline a creative short story. You will have about 15 minutes to decide on the following areas. Please use this sheet for your answers.

We ask you to outline these areas briefly, as you will be rated on a point basis. Do not worry about sentence structure, paragraphs, or grammar, just getting your creative ideas across as thoroughly as possible in the amount of time given.

I. Setting

A. Time in history

B. Time of day

C. Place -- planet, country, state, town

D. Weather, season, temperature

II. Characters

A. Number

B. Names

C. Sex

D. Ethnic group

E. Personality

III. Plot

A. Major Events

B. Crisis Point

C. Resolution

IV. Theme

A. Purpose of story -- e.g., description, criticism

B. Moral of story

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